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## Individual Development Plan for the Biological Sciences

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### Instructions

This is the Individual Development Plan (IDP) for new professional employees in the Biological Sciences job series (0400) positions. Complete the IDP following these steps:

#### 1. Employee Development and Career Goals.

The employee should complete the short and long-term development and career goals on the first page of the plan.

#### 2. Record of Training

This section is used by the supervisor to plan and record the training needed by the employee to fulfill their short and long-term career goals and required training as outlined in the IDP.

#### 3. Review the “List of Competencies Needed for this Position” and make appropriate additions.

The list of competencies provided in the first column are considered core requirements. Note: This list of competencies was developed based on FWS Leadership Development Guidelines and Federal Qualification and Classification guidelines for Biological Sciences positions.

Review this list and add any additional competencies unique to the position. The competencies on the list can be customized to the needs of your office or organization under the heading “Specialized Competencies” on page 11.

#### 4. Conduct Assessment of the new employee’s Current Skill Level.

Use the competencies listing from Step 3 and conduct the following assessment:

- C Review the employee’s application for applicable experience and training.
- C Conduct an interview with the employee to determine which of the competencies they already possess.

Based on the assessment process (review of past experience/training, observations, and interview with employee) record your findings for each competency by putting an “X” in either the *Already Possesses Competency*,

*Further Observation/Practice Needed* columns and answer Yes or No in the *Training Required* column.

## **5. Determine a method of training and a training time frame.**

Your new employee should be provided some training and/or exposure to each of the competencies listed unless they already possess this skill. Determine what type of training is needed for the employee to become competent. It could be On-the-Job Training (OJT), a detail, an actual training course or a combination of methods. You can refer to the training matrix for a list of recommended courses and the competencies related to each course. Also, for each competency, insert a time frame for the training to occur in the *Projected Training Dates* column. Once the training is completed, mark the date in the *Date Training Completed* column.

### **Methods of training:**

**OJT:** On the job training. This includes normal duties as well as special assignments that will give the employee the skills and knowledge needed for successful performance in the position. The employee should be coached by a knowledgeable and skilled individual.

**Details:** Temporary assignments to another location and/or position to gain specific knowledge and/or experience. The supervisor should debrief the employee after each assignment to confirm the learning experience.

**Courses:** Formal training courses are available from the National Conservation Training Center (NCTC), Department of Interior University, The Graduate School - USDA, local colleges, and commercial vendors. Again the supervisor should debrief the employee after each training event to determine what learning occurred.

**Satellite Broadcasts:** A variety of topics are available from the Conservation Training Network (CTN) through NCTC.

**Computer and Web-Based Learning:** Software packages are available from NCTC and many other sources. NCTC offers several on-line courses.

**Correspondence Courses:** Courses are available from NCTC, the National Independent Study Center, The Graduate School - USDA, and many other sources.

## **6. Discuss the Development Plan with your Employee**

Discuss the assessment and training with your employee and make any necessary modifications. The supervisor and employee should sign and date the plan. This plan should be completed within 30 days of the new employee's start date. It can be used in lieu of or in addition to a regular IDP.

## **7. Demonstrated Job Performance**

The final column on the plan is the most critical. Once the employee has shown through work performance that they have acquired the competency, the supervisor should put a date acquired in the column Competency Demonstrated on the Job. The employee will have successfully completed the training plan when a date has been entered for all the competencies.

## **8. Review and Modifications**

This plan should be reviewed at least annually and modified as situations or needs change.

# Individual Development Plan for the Biological Sciences

Employee: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee's Reporting Date: \_\_\_\_\_

Short Term Development Goals (1-3 years)

Long Term Career Goals (3-5 years)

## Record of Training

- ☐ New Employee Orientation (<http://training.fws.gov/orientation/default.htm>)
- ☐ On-Site New Employee Orientation Completed \_\_\_\_\_.
- ☐ Regional Orientation Scheduled for \_\_\_\_\_. Completed: \_\_\_\_\_.
- ☐ U.S. Fish and Wildlife Service Employee Foundations Scheduled for \_\_\_\_\_. Completed: \_\_\_\_\_.
- ☐ Refuge Management Training Academy has been scheduled for \_\_\_\_\_. Completed \_\_\_\_\_.
- ☐ Mandatory training requirements for the employee's position have been identified and scheduled.
  - ☐ Course: \_\_\_\_\_ Date/Location: \_\_\_\_\_ Completed: \_\_\_\_\_
  - ☐ Course: \_\_\_\_\_ Date/Location: \_\_\_\_\_ Completed: \_\_\_\_\_

## Required Competencies

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
<b>CONTINUAL LEARNING</b>							
Uses work assignments and resources to enhance learning.							
Applies what is learned in training to the work situation.							
Seeks out opportunities for challenging job experiences.							
<b>CREATIVITY AND INNOVATION</b>							
Discusses projects with others to gain different perspectives and ideas.							
Uses technology in innovative applications.							
Effectively reduces steps in a work process that result in time and/or cost savings.							
<b>FLEXIBILITY</b>							
Changes work priorities as situations change.							
Demonstrates openness to new ideas and approaches that improve work quality and reduce costs.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
<b>RESILIENCE</b>							
Determines how best to accomplish changing priorities and use resources appropriately.							
Focuses work efforts on handling challenges through problem solving strategies.							
Projects energy and optimism in the face of adversity.							
Continues to move projects forward despite setbacks or determines whether the project should continue.							
Accepts responsibility for mistakes.							
Balances priorities at work with personal life concerns.							
Deals with setbacks appropriately to bring out the positive.							
<b>SERVICE MOTIVATION</b>							
Visibly serves as role model of the commitment to serve others.							
Considers the impact of work activities on the public when carrying out projects.							
<b>CONFLICT MANAGEMENT</b>							
Identifies and takes steps to defuse potential situations that could result in confrontations. Manages the conflict.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
Resolves personal conflicts and disagreements in a positive and constructive manner.							
<b>CULTURAL AWARENESS</b>							
Understands and appreciates individual differences.							
Considers special needs of others when carrying out work assignments.							
<b>INTEGRITY/HONESTY</b>							
Exhibits personal and professional integrity in actions.							
Accepts personal responsibility and does not shift the blame to others.							
Carries out duties in accordance with the Rules of Ethical Conduct.							
<b>TEAM BUILDING</b>							
Works effectively as a team member to improve operations, products, services, or the quality of work life.							
Contributes to cross-functional inter-organizational or inter-disciplinary work teams.							
Includes customers, other staff, or other stakeholders on teams to improve work products and services.							

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Communicates and implements results of team efforts.							
<b>DECISIVENESS</b>							
Takes immediate corrective action when needed.							
Makes sound, timely decisions or recommendations about technical approach, method, work process, staff, equipment, and other resources needed to accomplish daily work or projects.							
<b>PROBLEM SOLVING</b>							
Generates solutions to problems and takes appropriate action leading to resolution.							
Analyzes the problem, the actions taken for solution, and the relevant outcomes to identify lessons learned.							
<b>TECHNICAL CREDIBILITY</b>							
<p>Demonstrates knowledge of basic concepts, facts and principles of particular subject matter domain and continues to develop expertise.</p> <p>* Specific technical competencies vary and should be determined by the supervisor and entered under Technical Competencies on page 11 .</p>							



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<b>TECHNOLOGY MANAGEMENT</b>							
Uses technology to improve work effectiveness and to facilitate access to and sharing of information.							
Demonstrates essential computer competencies by using a PC on a daily basis to: communicate via LAN, internet, e-mail; coordinate scheduling; edit, retrieve, and save computer files.							
<b>INFLUENCING/NEGOTIATING</b>							
Effectively employs innovative negotiation techniques allowing differing parties to reach consensus solutions.							
Successfully negotiates with internal staff and external customers or stakeholders to facilitate work accomplishment.							
<b>INTERPERSONAL SKILLS</b>							
Takes an appropriate personal interest in coworkers to develop healthy and productive working relationships.							
Exhibits the appropriate amount of tact, gaining a reputation as a public servant.							
Treats the public with respect and tact, gaining a reputation as a public servant.							
Treats other members of the organization with respect, caring, and courtesy.							

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Provides constructive feedback that helps others develop.							
Seeks feedback from others, including team members.							
<b>ORAL COMMUNICATION</b>							
Delivers effective briefings or presentations that result in decisions, actions, or support.							
Responds to internal groups, local stakeholders, and customers on the key functions and policies of the field station/work site.							
Speaks with power, persuasiveness, and clarity.							
Speaks extemporaneously and effectively in a variety of small and large group settings.							
<b>PARTNERING</b>							
Reaches out to provide information and assistance to others across organizational lines.							
Develops and uses networks with appropriate individuals or groups within and outside the agency.							

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Builds collaborative networks of constituents, stakeholders, and decision-makers that help achieve the team or unit's objectives.							
Recognizes when assistance is needed and seeks assistance in accomplishing work objectives.							
<b>WRITTEN COMMUNICATION</b>							
Drafts, edits, and revises for approval: correspondence; briefing materials, reports; plans and project proposals.							
<b>Technical Writing Skills:</b> Writes scientific and/or management reports, project proposals, and other technical documents with clarity, succinctness, and accuracy.							
<b>SPECIALIZED COMPETENCIES</b>							
<b>Scientific Method:</b> Applies the scientific method and biological principles to problem solving to make sound and timely recommendations for wildlife conservation and management.							
<b>Natural Resource Law:</b> Familiarity with the laws, regulations, and policies relevant to the National Wildlife Refuge System.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
<b>Ecosystem/Landscape Approach:</b> Understands the general concept of managing resources on an ecosystem or landscape approach and how it impacts the mission of the Service and the National Wildlife Refuge System.							
<b>GIS Technology:</b> An understanding of the basic functions and application of GIS to natural resource management.							

Plan reviews: End of Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

Plan Completed: Employee: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_